

**AMENDMENT OFFERED BY MR. OSBORNE  
TO THE AMENDMENT IN THE NATURE OF A  
SUBSTITUTE**

Page 5, line 15, strike “pre-referral” and insert  
“prereferral”

Page 6, line 11, strike “(A)”

Page 6, after line 14, insert the following:

- 1       “(7)(A) The Federal Government must respond to  
2 the growing needs of an increasingly diverse society.

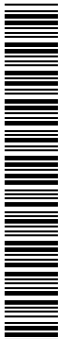
Page 6, line 24, strike “profession.” and insert “pro-  
fession in order to provide appropriate role models with  
sufficient knowledge to address the special education  
needs of these students.”.

Page 7, before line 1, insert the following:

- 3       “(8)(A) The limited English proficient population is  
4 the fastest growing in our Nation, and the growth is oc-  
5 curring in many parts of our Nation.

- 6       “(B) Studies have documented apparent discrep-  
7 ancies in the levels of referral and placement of limited  
8 English proficient children in special education.

- 9       “(C) This poses a special challenge for special edu-  
10 cation in the referral, assessment, and provision of services



1 for our Nation's students from non-English language  
2 backgrounds.

Page 7, line 1, strike "(7)" and insert "(9)"

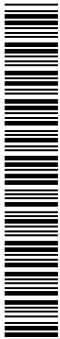
Page 7, after line 12, insert the following:

3       “(D) In the 1998-99 school year, African American  
4 children represented just 14.8 percent of the 6 through  
5 21 aged population, but comprised 20.2 percent of all chil-  
6 dren with disabilities.

7       “(E) Studies have found that schools with predomi-  
8 nantly Caucasian students and teachers have placed dis-  
9 proportionately high numbers of their minority students  
10 into special education.

11       “(10)(A) As the number of minority students in spe-  
12 cial education increases, the number of minority teachers  
13 and related services personnel produced in colleges and  
14 universities continues to decrease.

15       “(B) The opportunity for full participation in awards  
16 for grants and contracts; boards of organizations receiving  
17 under this Act; peer review panels; and training of profes-  
18 sionals in the area of special education by minority individ-  
19 uals, organizations, and historically black colleges and uni-  
20 versities is essential to obtain greater success in the edu-  
21 cation of minority children with disabilities.



Page 23, lines 10 and 11, strike “individuals with disabilities” and insert “individuals with disabilities, particularly as teachers, related services personnel, early intervention providers, and administrators,”.

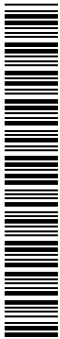
Page 79, line 15, strike “(23) INSTRUCTIONAL MATERIALS.—The State” and insert “(23) INSTRUCTIONAL MATERIALS.—(A) The State”.

Page 79, line 18, strike “individuals with disabilities” and insert “blind persons or other persons with print disabilities”.

Page 70, line 20 strike “Federal Register.” and insert “Federal Register; and”

Page 70, after line 20 insert the following:

1       “(b) Not later than two years after the date of enact-  
2 ment of the Improving Education Results for Children  
3 With Disabilities Act of 2003, the State educational agen-  
4 cy, when purchasing instructional materials for use in  
5 public elementary and secondary schools within the State,  
6 requires the publisher of the instructional materials, as a  
7 part of any purchase agreement that is made, renewed,  
8 or revised, to prepare and supply electronic files con-  
9 taining the contents of the instructional materials using  
10 the national instructional materials accessibility standard.



1       “(c) The term ‘instructional materials’ means printed  
2 textbooks and related core materials that are written and  
3 published primarily for use in elementary school and sec-  
4 ondary school instruction and are required by a State edu-  
5 cational agency or local educational agency for use by pu-  
6 pils in the classroom.

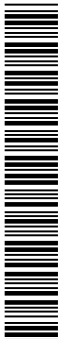
Page 90, after line 12, insert the following:

7           “(6) PURCHASE OF INSTRUCTIONAL MATE-  
8 RIALS.—Not later than two years after the date of  
9 enactment of the Improving Education Results for  
10 Children With Disabilities Act of 2003, the local  
11 educational agency, when purchasing instructional  
12 materials for use in public elementary and secondary  
13 schools within the local educational agency, requires  
14 the publisher of the instructional materials, as a  
15 part of any purchase agreement that is made, re-  
16 newed, or revised, to prepare and supply electronic  
17 files containing the contents of the instructional ma-  
18 terials using the national instructional materials ac-  
19 cessibility standard described in section 612(a)(23).

Page 114, line 9, strike “and” and insert “or”.

Page 114, line 13, strike “and” and insert “or”.

Page 140, line 11, strike “(k)” and insert “(j)”.



Page 141, line 1, strike “(k)” and insert “(j)”

Page 172, line 11, strike “pre-referral” and insert “prereferral”.

Page 196, line 23, strike “measurable outcomes” and insert “major goals”.

Page 209, after line 6, insert the following:

- 1                   “(J) MENTAL HEALTH AGENCY.—At least
- 2                   one representative from the State agency re-
- 3                   sponsible for children’s mental health.
- 4                   “(K) CHILD WELFARE AGENCY.—At least
- 5                   one representative from the State agency re-
- 6                   sponsible for child protective services.
- 7                   “(L) OFFICE OF THE COORDINATOR FOR
- 8                   THE EDUCATION OF HOMELESS CHILDREN AND
- 9                   YOUTH.—At least one representative designated
- 10                  by the Office of the Coordinator.

Page 224, line 2, strike “21.” and insert “26.”.

Page 224, line 4, strike “21.” and insert “26.”.

Page 246, line 15, strike “21,” and insert “26,”.

Page 289, line 7 strike “21;” and insert “26;”.

